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ABSTRACT

These learning activities can help students get the most out of a visit to the Tennessee World War II Memorial, a group of ten pylons located in Nashville (Tennessee). Each pylon contains informational text about the events of World War II. The ten pylons are listed as: (1) "Pylon E-1--Terror: America Enters the War against Fascism, June 1940"; (2) "Pylon E-2--Conviction: Miracle of War Production, January 1942"; (3) "Pylon E-3: Courage: Striking Fortress Europe, June 1943"; (4) "Pylon E-4--Triumph: Liberating Europe, June 1944"; (5) "Pylon E-5--Gratitude: The Price of Victory, May 1945"; (6) "Pylon W-1--Outrage: Remember Pearl Harbor, December 1941"; (7) "Pylon W-2--Resolved: Rally to Arms, January 1942"; (8) "Pylon W-3--Valor: Turning the Tide in the Pacific, May 1942"; (9) "Pylon W-4--Fortitude: Striking the Japanese Home Islands, May 1944"; and (10) "Pylon W-5--Victory: Defeat of Imperial Japan, September 1945." Each pylon learning activity contains state instructional objectives; provides extensive pre-visit, on-site, and extension activities; and lists additional resources (books, computer technology, videodisc, Web sites, and films). Many of the unit's learning activities can be used in general units on World War II and U.S. history without traveling to visit the memorial. (BT)

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World War II Memorial Learning Activities

http://www.state.tn.us/education/ci/ciwwii/cipylonlessons.htm

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Many of the activities can be used without a visit to the Tennessee World War II Memorial. Many of the activities in this unit can be used in a general unit on World War II.

TENNESSEE BICENTENNIAL MALL- WORLD WAR II MEMORIAL

PYLON E-1

TERROR

Pylon E-l - AMERICA ENTERS THE WAR AGAINST FASCISM

JUNE 1940

Pylon Text

AMERICA ENTERS THE WAR AGAINST FASCISM

June 1940

Rearmed during the 1930s under the dictatorship of Adolph Hitler, Nazi Germany invaded Poland in 1939 and, by June 1940, had conquered western Europe. Hitler's fascist regime, celebrating 'Aryan' racial superiority, had already begun the systematic slaughter of Jews and other minorities. Britain, fighting alone after France surrendered, gained relief when Germany invaded the Soviet Union in 1941. After Japan attacked Pearl Harbor, the Axis powers - Germany, Italy, and Japan - declared war against the United States.

The challenge for America was to form a global alliance and destroy the Axis regimes. Previously an isolationist nation, the US was now forced to fight and defend freedom on an unprecedented global scale while also supporting Soviet armies fighting Hitler. For America, the first phase of the European war occurred in the North Atlantic Ocean. The Navy, which now included the US Coast Guard, fought to protect US Merchant Marine and British supply convoys from German submarines. Naval air patrol forces trained at Millington, long-range B-24 crews trained at Smyrna Army Air Field, and the Tennessee National Guard's 105th Observation Squadron helped break the U-boat blockade by mid-1943.

By the fall of 1942, the Allies, strengthened by US war production and military expansion, invaded North Africa and began to seize the strategic Mediterranean Sea. Although veteran German forces defeated inexperienced US troops at the Battle of Kasserine Pass, the Allies gained control of North Africa by the spring of 1943 and prepared for an invasion of Italy.

INSTRUCTIONAL OBJECTIVES:

1. Students will be able to create a globe, locate and identify the seven major continents, four major oceans, including the axis powers, (Germany, Italy, Japan) allied powers, (United States, France,Great Britain, Soviet Union).

2. Students will be able to locate and identify the countries of North Africa and the Mediterranean Sea.

3. Students will be able to describe the Battle of London and analyze the effects on its people as well as the entire world.

4. Students will be able to synthesis and identify in chronological order the early events of World War II.

5. Students will be able to develop an understanding of the Holocaust.

PRE-VISIT ACTIVITIES:

A. Make a Globe out of a Pumpkin.

Choose any size pumpkin, but try to choose one that is fairly and uniformly round! Clean your pumpkin, removing loose particles of dirt. Paint will not go on smoothly if the pumpkin is dirty.

Your pumpkin globe must include the following:

- North and South Poles
- Equator
- Prime Meridian
- The seven continents: North America, South America, Europe, Asia, Africa, Australia, and Antarctic.
- The four major oceans: Atlantic, Pacific, Arctic and Indian.
- Locate the Allied nations, and the Axis Powers.
- Label all of the above global features on your pumpkin globe.
- Also, locate and label the state of Tennessee and where you live in the state.

B. On a map of the Eastern Hemisphere, identify the Axis Powers and the Allied Powers. Also locate the following:

BODIES OF WATER		COUNTRIES		
Atlantic Ocean	Rhine River	Great Britain	Spain	Sweden
North Sea	Elbe River	France	Switzerland	Finland
Mediterranean Sea	Danube River	Germany	Poland	Turkey
Black Sea	Volga River	Italy	Czechoslovakia	Egypt
Baltic Sea	Don River	Soviet Union	Tunisia	Algeria
		Portugal	Norway	

C. Create a Who's Who by researching the leaders of the allied powers, (Winston Churchill, Franklin Roosevelt, Joseph Stalin, Charles De Gaulle) the axis powers, (Adolf Hitler, Benito Mussolini, Hideki Tojo,). Also the War Generals of the allied powers from the United States and Great Britain: (Eisenhower, Montgomery, Bradley, Crerar, Dempsey, Hodges, Patton).

D. Create a Historical Timeline of the events listed on Pylon El. Try to include the following:

TIMELINE/CHRONOLOGY

SEPTEMBER 18, 1931	Japan invades Manchuria (Northern China)
MARCH 7, 1936	Italy invades Ethiopia
JUNE 18, 1936	Germany and Italy send men and weapons to help
	German Franco in the Spanish Civil War
MARCH 13, 1938	Germany takes over Austria
SEPTEMBER 29, 1938	Munich Conference, Allies allow Hitler to take the Sudetenland Section of Czechoslovakia

SEPTEMBER 1, 1939	Germany invades Poland
MAY 10, 1940	Germany invades the Lowland
JUNE 13, 1940	German army invades Paris, France
SEPTEMBER 7, 1940	German bombing of London
JUNE 22, 1941	Germany invades Russia
DECEMBER 7, 1941	Japan attacks Pearl Harbor
JUNE 3, 1942	Japanese Fleet defeated at Midway
JUNE 1942	German advance on Suez stopped at El Alamein
NOVEMBER 8, 1942	Allies invade French North Africa
FEBRUARY 2, 1943	German advance stopped at Stalingrad, Russia
JUNE 10, 1943	Allies invade Italy (Sicily)
JUNE 6, 1944	Allies invade Normandy (France)
MAY 7, 1945	Germany surrenders
AUGUST 6, 1945	First Atomic Bomb dropped on Japan
SEPTEMBER 2, 1945	Japan surrenders
OCTOBER 24, 1945	The United Nations begins operations

E. Interview a World War II Soldier in your hometown community. Use a Video-camera or a tape recorder. Begin by asking the following questions:

1. In which branch of the armed services did you serve?
2. Where were you stationed during the War?
3. What were your duties?
4. What kind of food did you have?
5. Describe your living accommodations.

6. How was morale in your unit?

7. Which aspects of the war experience were boring?

8. What did soldiers in your unit do for entertainment?

9. When were you most afraid during the war?

10. What do you remember as the worst time for America during the war?

11. When did you start feeling that the war effort was going America's way?

12. At the time, what did you think about:

- FDR?
- Churchill?
- Stalin?
- Hitler?
- Mussolini?
- the Bombing of London?
- the Japanese?
- the Germans?
- the Italians?
- the internment of Japanese-Americans?
- the dropping of the atomic bomb on Hiroshima and Nagasaki?

13. Have any of your options changed over the years? If so, what ways?

14. Where were you when you heard about:

- the invasion of Poland?
- the bombing of London?
- the Japanese attack on Pearl Harbor?
- D-day?
- VE-day?
- VJ-day?
- the death of FDR?

15. What were your feelings when you came home?

16. How did others receive you?

17. What problems did returning soldiers face?

(Video-taped interviews could be placed in the school library or possibly the local library. A good source of helpful information could come from your local Historical Society).

F. Read the following "FIFTY YEARS AFTER THE EVE OF DESTRUCTION" from the U.S. Holocaust Council, Washington, D.C. After reading the material explaining the Holocaust, match the following terms with the appropriate definition.

THIRD REICH	SOVIETS	ALLIED BIG THREE
NAZI	FINAL SOLUTION	CONCENTRATION CAMP
GENOCIDE	WARSAW GHETTO	VICTIM
MEIN KAMPH	BILITZ KREIG	ANTI-SEMITISM
FASCIST	DEATH MARCH	JEWISH BADGE

1. Displaced Person Plan

2. Forced marches of concentration camp inmates (usually Jews) during the German retreat near the end of the World War II.

3. Predisposition against Jews.

4. A book by Adolf Hitler, expounding his ideology, published in two volumes (July 1925 and December 1926).

5. Suffer from a force or action.

6. The willful killing of a whole race or nation.

7. The German fascist party controlling Germany from 1933-1945.

8. Nazi code name for the physical extermination of European Jewry.

9. A camp where persons (as prisoners of war, political prisoners, or refugees are detained or confined.

10. Made up of Churchill, Roosevelt, and Stalin, these men conducted the war against Germany.

11. The political and military leaders of the USSR.

12. The official name of the united German State.

13. Set up by the Marshall Plan, it granted American citizenship to some 300,000 Europeans, many of them Jewish survivors of the Holocaust.

14. One of the areas Jews were restricted to in order to limit their contact with Christians and to confine Jews to certain economic activities.

15. The German army's war tactics of employing massive bombings and tank assaults to destroy resistance. Also known as "Lighting War".

16. A political philosophy that exalts nation and race above the individual and that stands for a centralized autocratic government headed by a dictatorial leader, severe economic social regimentation, and forcible suppression of opposition.

17. Badge worn by Jews in the occupied countries, on Nazi orders, in order to distinguish them from the rest of the population. Most commonly, it was the yellow Star of David with or without the word "Jew" in the local language. It was usually worn both on the chest and on the back.

ON SITE ACTIVITIES:

(A.) From the Pylon text El, identify on the globe located at the north side of the mall, continents, oceans, allied powers, axis powers, and all areas listed from classroom exercise regarding map study lesson B.

(B.) Plan a poster to advertise the Tennessee Bicentennial Mall World War II Memorial.

(C.) Create a poem, song, or a TV commercial regarding the memorial. For the commercial, use a Video-Camera during your visit.

(D.) Take photographs during your visit at the mall with friends and create a collage describing the visit. Place on display in your classroom or even in the hallway at school.

(E.) Create a log or journal during your visit at the memorial. Identify any name at the Memorial of a person that is from your county or town. Try to arrange an interview with them or maybe a member of their family.

(F.) Pretend to be a news reporter individually or create a team of journalists, and write an on-site article while visiting the memorial. Publish your article in the local newspaper when you arrive home.

(G.) At the World War II Memorial, try to find a person with the same last name as yours. Try to find out if you are related.

EXTENSION ACTIVITIES:

(A.) Write a biography about one of the historical figures.

(B.) Retell the historical events of choice in comic strip form.

(C.) Create your own historical picture book by drawing your favorite scenes of the mall.

(D.) Present a panel discussion. Assemble a group of World War II experts to discuss the events from a different point of view.

(E.) Create a postcard using a 4"x 6" card. Decorate the front to illustrate the mall. On the back, write a note describing the scene, event, etc.

(F.) Build a model of the Tennessee Bicentennial Mall World War II Memorial.

(G.) Research the Battle of Kasserine Pass.

(H.) Research the roll of the Tennessee National Guard's 105th Observation Squadron

(I.) Research the Long Range B-24 Crews that were trained at the Smyrna Army Air Field Smyrna, TN.

(J.) Interview a person who experienced the Holocaust

ADDITIONAL RESOURCES:

BOOKS:

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Davidson, James West. The American Nation. New Jersey: Prentice Hall, Publishers, 1995.

Frank, Anne: The Diary of a Young Girl. New York: 1952.

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Levin, Nora. The Holocaust: The Destruction of European Jewry 1933-1945. New York: Thomas Y. Crowell Company, 1968

Mason, Lorna; Jesus Garcia; Frances Powell: C. Fredrick Risinger, America's Past and Promise. Illinois: McDougal Littell/Moughton Mifflin, Publishers, 1995.

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Sontag, Raymond J. A Broken World, 1919-1939. New York: Harper & Row, Publishers, 1971.

COMPUTER TECHNOLOGY RESOURCES:

Compton's ---Multimedia Encyclopedia, 1997.

EnCarta----Multimedia Encyclopedia, 1997.

Golier--- --Multimedia Encyclopedia, 1997.

National Geographic -Multimedia CD ROM.

The American Chronicles Series-CD ROM.

Total History of the World --Multimedia Encyclopedia.

Total History of the United States ---Multimedia Encyclopedia.

World Book -Multimedia Encyclopedia, 1997.

World War II Encyclopedia --Multimedia Encyclopedia.

VIDEODISC:

The American History Video Disc. Instructional Resources Corp., 1993.

WORLD WIDE WEB SITES:

Film Archives. www.custsru@filmicarchieves.com

Library of Congress. http://www.loc.gov

McDougal/Littell. www.mcdougallittell.com

Holocaust Memorial Center. Cent.info@holocaustcenter.org

Tennessee Holocaust Commission. tnholcom@etrvax.vanderbilt.edu.

The National Archives. http://www.archives.gov/index.html

FILMS:

Survivors of the Holocaust. Brookside Media, Trumbull, CT.

The Diary of Anne Frank B/W.

The Holocaust: In Memory of Millions. Brookside Media, Trumbull, CT,

The Winds of War

The World War II Collection Norman Schwarzkopf. Brookside Media, Trumbull, CT.,

War In Europe. Brookside Media, Trumbull, CT.

War and Remembrance

World War II: The War Chronicles. Brookside Media. Trumbull, CT.

TENNESSEE BICENTENNIAL MALL - WORLD WAR II MEMORIAL

PYLON E-2

CONVICTION

Pylon E2-MIRACLE OF WAR PRODUCTION

JANUARY 1942

Pylon Text

MIRACLE OF WAR PRODUCTION

January 1942

Mobilization for the onslaught of a truly worldwide conflict pulled the United States out of a depression and forced the American economy into an unprecedented era of industrial production, scientific and technological advances, and global leadership. The Volunteer State participated in the preparation for war. Benefiting from a central location and plentiful TVA power, Tennesseans built defense plants across the state and converted civilian production into war uses. More than 200,000 men and women held defense-related jobs. To conserve resources, citizens voluntarily collected scrap metal and paper and accepted coupon-book rationing of gas, rubber, sugar, and other commodities.

War production burgeoned throughout the state. East Tennessee contained not only the secret atomic development center at Oak Ridge and the important aluminum factory at Alcoa, but also the Holston Ordnance Works near Kingsport, which produced more than 430,000 tons of explosives. In the midstate, Nashville Bridge Company built subchasers and barges. Consolidated Vultee Aircraft Corporation built more than 1,500 Vengeance dive bombers and P-38 Lightning fighters. In West Tennessee, DuPont operated a gunpowder plant near Millington, Proctor & Gamble employed more than 5,000 workers in its Milan ammunition plant, and Memphians built naval landing craft. Despite heavy losses and a two-ocean war, by the end of 1945 the United States had 21 more aircraft carriers, 70 more escort carriers, and 127 more submarines than in 1941.

INSTRUCTIONAL OBJECTIVES:

1. Students will be able to discuss and explain the depression
2. Students will be able to explain the New Deal and TVA.
3. Students will be able to locate and identify on a state map of Tennessee defense plants and areas of Tennessee where more than 200,000 men and women held defense-related jobs.
4. Students will explore the fundamental nature of matter by learning about subatomic particles.
5. Students will learn about the history of atomic discovery.

PRE-VISIT ACTIVITIES:

(A.) On a map/s of Tennessee locate the following:

Oak Ridge	Kingsport	Nashville	Alcoa
Millington	Milan	Memphis	Tennessee River
Cumberland River	Reelfoot Lake		

Natural and Regions of Tennessee:

West Tennessee Plain	Highland Rim	Central Basin
Cumberland Plateau	East Tennessee (Valley & Ridge)	Unaka Mountains (Great Smoky Mts.)

The Grand Divisions of Tennessee:

West Tennessee	Middle Tennessee	East Tennessee

(B.) On the map/s in exercise (A.), locate and label the defense plants across the state of Tennessee that are referred to in the Pylon text.

(C.) Construct a paper mobile regarding the Home Front and War Production. Have the students work in committees on the organization and construction of the mobile.

(D.) Do an interview with a person who was on the Home Front during World War II. Begin by asking the following questions:

1. Where did you live during the war?

2. If you had a job, what did you do?

3. How did you and your family help the war effort?

4. Which products were rationed?

5. How did you deal with shortages during the war?

6. What did you do for entertainment during the war?

7. How was morale during the war?

8. Were you ever afraid during the war?

9. What do you remember as the worst time for the Allies during the war?

10. When did you start feeling that the war effort was going America's way?

11. At the time, what did you think about:

    - FDR?
    - Churchill?
    - Stalin?
    - Hitler?
    - Mussolini?
    - the Japanese?
    - the Germans?
    - the Italians?
    - the Internment of Japanese-Americans?
    - the dropping of the atomic bomb on Hiroshima and Nagasaki?

12. Have your opinions changed over the years? If so, in what ways?

13. Where were you when you heard about:

    - the Japanese attack on Pearl Harbor?
    - D-day?
    - VE-day?

- VJ-day?
- the death of FDR?

14. How did life change after the war?

(E.) Create a Historical Human Timetine.

Time relationships. To give students practice in seeing historical time relationships. On 10 oaktag cards write one historical event which is part of a sequence of ten events from pylon E2. The class is divided so that there are ten groups altogether. Each group is given a card. The object is to see if the players can line themselves up in the order in which the events happened. The first lineup is the one that counts .... there should be no shuffling or false moves. One student from each group represents the group in the "human timeline" by holding his card in front of him. Those who are out of the correct order in time, are asked to sit down and make necessary corrections by verification in reference material. After a short time, the teacher calls the "human timeline " up again and the process is repeated until the correct sequence is established

(F.) Play "To Tell the Truth"

For this activity, you will need the help of two other classmates.

Select a famous event from the pylon text in E2. Designate one person to be the real personality that experienced the famous event.

All three students study facts about the event for one week.

On "game day," the three of you sit in front of the class and each begin by stating:

My name is _____and experienced_____event.

Class members question your three panel members for a set amount of time (10 minutes).

When the time limit is up, let the class vote on the person on the panel they think is the "real" personality.

The teacher then asks the real personality to please stand up.

(G.) Students should consult an encyclopedia, or various economic reference books, concerning the Great Depression.

(H.) Research the New Deal and President Franklin D. Roosevelt.

I. The Great Depression of the 1930's . An Oral History.

In this activity, the student will explore life in the 1930's through the memories of people who lived then. The student should interview a grandparent great-grandparent, or neighbor who remembers the Great Depression. Use the following questions below to get started:

1. What was the price of a pair of shoes?

2. Where did you go on your vacation? Why did you choose there?

3. Did anyone in your family own a car? What was the price of a gallon of gasoline?

4. What do you know about the beginnings of the Social Security program?

5. Do you know anyone who worked on the New Deal program?

6. What did you do for entertainment?

7. How did your family do the laundry?

8. What was your family's favorite food?

9. What economic activities did women engage in outside the -home?

10. Do you know of any buildings, state parks, etc. built by the New Deal program?

11. What would a dime buy?

12. What was the price of a soft drink?

(J.) Divide students into groups and have them write a sketch from a composite of their stories from oral interviews in the community.

(K.) Have students see the movie entitled: Places In The Heart. Write a movie review and submit the best reviews to the school newspaper.

(L.) Do a senior citizen profile of those collectively interviewed by the class. These profiles may be placed into a book with relevant photographs.

(M.) Read the following articles entitled: Atoms In Appalachia, and The Story of Leslie R. Groves. Also review the picture and map of ORNL. Do an oral report for the class.

(N.) Research the history of an Atom and build a model.

ON SITE ACTIVITIES:

(A.) While visiting the World War II Memorial, think of a message for a bumper sticker advertising the Mall. This activity could be used as a contest.

(B.) While visiting the mall, create a banner to advertise the World War II Memorial. This also could be used as a contest.

(C.) While visiting the mall, artistic students could create a sketch of their own interpretation of the memorial.

(D.) While visiting the mall, students could bring cameras, make pictures, and create a collage of the trips activities. This could then be displayed at schools.

EXTENSION ACTIVITIES:

(A.) Have a "Forties" World War II USO Club party at school. Students could dress in period costumes and have music from the period of World War II.

(B.) Do a senior citizen profile of those Collectively interviewed by the class regarding the Great Depression and World War II. These profiles may be placed into a book with relevant photographs. These could also be videotaped and placed in the school library or even the local community library.

(C.) Have a class period or a day of rationing items as they did during World War II on the home front. This helps to give a complete understanding of the rationing system and how everyone had to cooperate and work together during this crucial time.

(D.) Research the role that the aircraft, dive bombers and P-38 lightning fighters, manufactured by the Vultee Aircraft Corporation, played in winning World War II.

(E.) Research DuPont Chemical Corporation regarding their development of gunpowder and other chemicals manufactured during World War II.

(F.) Invite chemists from the DuPont Chemical Corporation to your school for a demonstration.

(G.) Research Albert Einstein.

(H.) Do a research report about TVA (Tennessee Valley Authority)

FILMS

The Grapes of Wrath

The Winds of War

War and Remembrance

World War II Breadlines to Boomtimes, Hosted by Jim Sinkking, Brookside Media, Trumbull, CT,

We Have A Plan, volume 4. Brookside Media, Trumbull, CT.

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Worldbook------Multimedia Encyclopedia, 1997.

WORLD WIDE WEB SITES:

National Archives and Records Administration:
http://www.archives.gov/index.html

National Technology Transfer Center: www.webmaster@nttc.edu

National Library of Congress: www.loc.gov

Oak Ridge National Laboratory Review: www.ornl.gov/ORNLReview

DuPont Chemical Corporation: www.dupont.com

VIDEO DISC:

The American History Video Disc. Instructional Resources Corp. 1993.

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TENNESSEE BICENTENNIAL MALL - WORLD WAR II MEMORIAL

PYLON E-3

COURAGE

Pylon Text

STRIKING FORTRESS EUROPE

June 1943

Unable to develop forces strong enough to assault Hitler's "Fortress Europe" before the summer of 1944, the Allies attacked Sicily and Italy from North Africa in 1943 and struck at Germany through strategic bombing. Beginning in the fall of 1942, US B-17s and B-24s flew daylight raids against German military and industrial targets while the British bombed at night. On a given day in December 1944, the Eighth Air Force sent 726 fighters to escort 1,400 heavy bombers, dropping 3,500 tons of bombs. Often casualties were heavy. During the war in Europe and the Mediterranean, the Army's Strategic and Tactical Air Forces losses were 42,000 killed and missing, 14,000 wounded, and over 33,000 who became prisoners of war. Almost 600,000 German civilians died during the air raids. Britain, which had been attacked throughout the war by Nazi bombers and rockets, lost over 60,000 civilians.

In late 1943, American and British forces seized Sicily and invaded Italy. The 300th Mobile Army Surgical Hospital, comprised mostly of Vanderbilt University medical personnel, was part of the Allied force. Staffed by 200 Vanderbilt doctors, nurses, and members of the Red Cross, the 300th cared for 3,000 patients per month during offensives at Anzio, Monte Cassino, and Rome. At home, Thayer Army Hospital in Nashville and Kennedy Army Hospital in Memphis treated wounded veterans.

When General Dwight Eisenhower was appointed to command all allied forces in Europe, Nashville native Lieutenant General Frank Andrews succeeded him as commander of US forces. Two months later in May 1943, he was killed in the crash of a B-24 in Iceland. Andrews Air Force Base near Washington, D.C. is named in his honor.

OBJECTIVES:

1. The student will understand the importance of the 24 hour bombing raids against German military targets and the number of lives lost in defending Allied soil against German bombers.

2. The student will understand the importance of medical units, and the contributions of Tennesseans in the 300th Mobile Army Surgical Hospital, Thayer Army Hospital and the Kennedy Army Hospital.

3. The student will be able to identify several Tennesseans that, in the European theatre or at home, "did their part in the war."

PRE-VISIT ACTIVITIES:

A. Discuss the importance of communication between a soldier and the events at home. Imagine that you have a loved one that is in the military overseas. What might you include in a letter that would show him/her support? What might be in the letter that you must tell him though it may hurt his/her feelings?

B. Start a soldier's diary containing the day to day events that would be experienced over a 30-day period. Include battles, places, and what they saw during that time period.

C. Interview a grandparent, a friend or go to a retirement center and talk with someone about his experiences during WWII. Ask where they were stationed or about the job they performed.

D. Call the local VFW and ask for someone that could speak to a group about their experiences during WWII. Ask if there is someone that was in the air war over Fortress Europe that could share his experiences.

E. Research the Holocaust and the German death camps. Contact someone from the Jewish community that can share experiences or information about the atrocities, and ask them to come and speak to your group.

G. Research the Battle of Britain and the importance of its outcome.

H. Research the allied withdrawal from Dunkirk and the devastation it caused to the moral of the Allied forces.

ON-SITE ACTIVITIES:

A. Research the names of the Tennesseans found on the benches at the site. Check to see if anyone of the names listed are from your town or city. Why are these names here? In what event was each man involved?

B. Record voluntary interviews of people who lived during WWII, who have come to view the exhibit, use a video cam or tape recorder.

Sample Questions

1. Ask what they remember about WWII?

2. If they stayed in the states , what job did they have or what group did they belonged to that helped the "war effort?"

3. Ask where they were when Pearl Harbor was bombed?

4. Ask about their fondest memory during the war years?

5. Ask them about their favorite actors or their favorite songs from the war years.

C. Using the large globe, locate the following: English Channel, France, Germany, Russia, and Italy. Locate the Seine and the Rhine rivers. Estimate the distance and the time from England it took reach each destination in order to carry out a daytime and a night time bombing raid.

D. Describe the picture you see on the memorial. What was the cost of Allied lives necessary including Strategic and Tactical Air forces, and British civilians to stop Hitler's Third Reich from gaining control over Europe.

E. Locate Italy on the globe. Locate the following cities: Anzio, Monte Cassino, and Rome. Estimate the distance from Italy to the state of Tennessee. How long could a wounded soldier, cared for by Vanderbilt University doctors, nurses and members of the Red Cross, in Italy, expect to wait before he/she could be treated at Thayer Army Hospital in Nashville or the Kennedy Army Hospital in Memphis Tennessee?

F. Discuss the importance of Tennessean , Lieutenant General Frank Andrews becoming the Commander of U.S. Forces and the effect of his tragic death a short two months later.

EXTENSION ACTIVITIES

A. Use the names found on the benches at the site and the information gathered to construct a collection of famous Tennesseans that fought in WWII.

B. Use the interviews and other information gathered from the site to construct an audio portion of a video tape. Video tape each pylon and use the narrative gathered to construct a Memorial Day tribute to the men and women who fought and died for their country.

C. Identify and study the Battle of Britain as a heroic effort of the British people.

D. Analyze the effect of the development of the German Buzz bomb and the V-2 rocket on modern weaponry.

F. Select a model airplane used in the air war over Europe. Build the model, learn the history of the plane and the role it played it played in the air war.

G. Visit a national cemetery on Veterans Day.

H. Research famous American military leaders that fought in Italy and later fought in France or Germany.

I. Research the role of the Mobile Army Surgical Hospital in caring for the massive numbers of wounded resulting from heavy combat.

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TENNESSEE BICENTENNIAL MALL - WORLD WAR II MEMORIAL

PYLON E-4

TRIUMPH

Pylon Text

LIBERATING EUROPE

June 1944

Only a massive invasion by American, British, and Canadian forces could break the Nazi grip on western Europe. The Normandy Landing on D-Day, June 6, 1944, was the largest amphibious invasion ever, involving 600 warships, 176,000 troops including rangers, paratroopers, and glider troopers. 6,000 casualties.

Soon after D-Day, the 30th infantry "Old Hickory" Division, including its 117th Infantry Regiment of the Tennessee National Guard, landed at Normandy and fought in Europe until the end of the war. By September, the Allies' two million troops, including the French First Army and "underground" forces, had liberated France. In December, a German counteroffensive in the Ardennes Forest began the Battle of the Bulge. Soldiers trained at Camp Forrest fought in this terrible battle which in one month counted more than 40,000 casualties. By February 1945, the German offensive had been crippled.

In the spring of 1945, American forces moved into Germany, with Tennesseans of the 9th Armored Division helping capture the Remagen Bridge over the Rhine River. Black Tennesseans in the 761st Tank Battalion fought in General George Patton's advancing Third Army until the war's end. The Third saw action at the Ardennes and Siegfried Line and liberated the Nazi death camp at Buchenwald. Black Tennesseans also fought with the Tuskegee Airmen who flew P-47 Thunderbolts and P-51 Mustangs against German fighters.

In April, Russian forces entered Berlin. Hitler's Third Reich, squeezed between two invading armies, disintegrated.

Objectives

1. Students need to understand this invasion was necessary to free France and force a German surrender

2. Recognize the difficulty and sacrifice that were endured by the Allies for its success

3. Know the individuals and groups involved in making D-Day and the break out to Berlin possible

Pre-visit Activities

A. The students will draw or construct a map of the D-Day invasion showing the departure from England and the landing at all five beaches in France.

B. The students will discuss and analyze the factors that went into the decision of when and where to invade France by General Eisenhower and his staff.

C. Research individual Tennesseans and groups of soldiers from our state who made strong contributions to the success of the liberation of Europe following D-Day. Ex.: 30-th Infantry - "Old Hickory" Division, Tennessee National Guard, Black Tennesseans.

On-Site Activities

A. Locate on the globe at the Memorial the following sites: D-Day landing sites, Battle of the Bulge in the Ardennes Forest, and the Remagen Bridge over the Rhine River

B. Estimate how far these sites are from where you currently live in Tennessee

C. Identify any name at the Memorial that is of a person who is from your county or city or nearby. This could be one of our medal of honor winners.

Extension Activities

A. Have students locate on a European map all the critical battles between Germans and Allies following D-Day. Select one and write a research report on its particular significance.

B. Analyze the German success at the Battle of the Bulge and then describe why they ultimately lost. Predict how the war could have changed had the

Germans stopped the D-Day landings or later pushed Allied troops back to defensive positions with an unacceptable casualty rate.

C. Prepare a WWII radio news cast in small groups that details the success of D-Day landings, the Battle of the Bulge, the final push to Berlin or the liberation of a Nazi death camp.

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TENNESSEE BICENTENNIAL MALL

WORLD WAR II MEMORIAL

PYLON E-5

GRATITUDE

Pylon Text

THE PRICE OF VICTORY

May 1945

On May 8, 1945, V-E Day, Nazi Germany surrendered. Japan would follow in September. The Allied victory, however, brought an uncertain future.

The end of hostilities led to economic recovery and strengthened democracy in the West. Nevertheless, the Cold War followed the fighting as the Allies became polarized between the American-led western alliance and totalitarian communist empires in the Soviet Union and China.

The Allies destroyed the fascist Axis empire at a staggering cost of human lives: 7 million Soviet, 4 million German, 1.2 million Japanese, 244,000 British military, and nearly 300,000 US battle deaths. Civilian deaths, including the victims of the Holocaust, were over 20 million. War crime trials at Nuremberg and Tokyo in 1945 and 1946 passed death and prison sentences for senior Nazi German and Imperial Japanese officials convicted of crimes against peace and humanity. Almost 370,000 men and women from Tennessee, about ten percent of the state's population, had served during the long war.

Under US sponsorship, diplomats meeting in San Francisco drafted a charter for a new international organization to promote world peace and protect universal human rights, including self government. Cordell Hull, elected to the US Congress from Tennessee in 1907, and President Roosevelt's Secretary of State from 1933 until 1944, led the drive to establish this new organization chartered on June 26, 1945: the United Nations.

Objectives

1. Students will explain the significance of V-E Day
2. Students will remember the death and sacrifice given by all nations
3. Students will explain the need for and purpose of the United Nations
4. Students will understand what the Cold War was and why it developed

Pre-Visit Activities

A. Discuss and compare and contrast how the surrenders of Japan and Italy and Germany were similar and yet different

B. Invite WWII veterans to speak to your class and share their experiences. Try to find one from the European theater and one from the Pacific. Compare and contrast their accounts.

C. Find out how Tennessee ranks compared to other states in percentage of population to serve in the war and also research the number of soldiers in our state that gave their life in the war.

On-Site Activities

A. Find on the benches at the Memorial the name of your county or someone from your county whose contribution made this Memorial possible

B. Write down a list of veterans listed on the memorial and later write a letter to one veteran or perhaps a family member asking for their account of their WWII experience

C. Add up the total number of casualties from each side and determine whether the Axis or Allies paid the highest price in lives lost

Extension Activities

A. Research the greatest crises that have occurred during the Cold War and select one for a report. Students can list why they would not want to live in a communist nation.

B. Act out a role play of the Nuremberg and Tokyo trials with the students assuming the roles of the German and Japanese war criminals, the attorneys, and the judge and jury

C. Research the role of Cordell Hull in establishing the United Nations and compare the role of the U.N. right after WWII to its current role in today's global society

References for Pylon 5

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ORAL HISTORY WORKSHEET (1935 – 1945)

Person Interviewed_____
Occupation_____

Birthplace_____

Place of Interview _____

Interviewee _____

Topic 1935 - 1945

Date of Interview _____

Please ask the following questions:

1. What do you remember of Hitler's march across Europe? (Before the U.S. became involved in WWII)

2. How were you affected by the war?

3. In what war plants were people in this area involved?

4. The war dominated these areas. What impact did the following events have on this community?

   - The draft
   - Blackouts
   - Rationing --- shortages
   - Atomic bomb
   - Killed in action
   - Community involvement --- patriotism
   - V-J Day
   - V-E Day
   - How families were affected?
   - Home coming of soldiers
   - Farming

5. What effect did the war have on the Christmas celebration?

6. How were women involved in the war --- at home and in service?

7. How did the schools help in the war effort?

8. What were the most vivid memories you have about these years?

9. What do you remember about the fashions?

10. What were the modern conveniences that were enjoyed during these years?

11. Franklin Roosevelt: What do you remember best about him?

TENNESSEE BICENTENNIAL MALL - WORLD WAR II MEMORIAL

PYLON W-1

OUTRAGE

Pylon Text

REMEMBER PEARL HARBOR

December 1941

At 7:55 on Sunday morning, December 7, 1941, -"a date which will live in infamy," in the words of President Franklin D. Roosevelt - Japanese aircraft bombed American bases at Pearl Harbor in the territory of Hawaii, forcing the United States into World War II. The surprise bombing which caused over 3,000 casualties devastated the American Pacific fleet and Hawaii-based bomber and fighter squadrons. The battleship USS TENNESSEE was heavily damaged in the unprovoked attack.

Tennesseans, like millions of Americans, flocked to recruiting stations. Many had already registered, responding to the 1940 Selective Service Act. Tennesseans were among those activated with the National Guard's 30th Infantry "Old Hickory" Division, which would later be identified as one of the Army's finest. Hundreds Of thousands of Americans participated in large-scale Army maneuvers throughout the midstate region from July 1941 to January 1945.

While America prepared for the harsh challenge of war, Imperial Japan made swift conquest of much of the Pacific. By May of 1942, Japan had captured U.S. installations on Guam and Wake Islands, and British, French, and Dutch bases throughout southeast Asia. In the Philippines, the island fortress of Corregidor fell after bitter fighting, followed by the infamous "Bataan Death March," in which 12,000 American and Filipino prisoners died of maltreatment and starvation. By this time, Japan's expanding empire stretched from Manchuria to the edge of Australia.

Introduction to the Lesson:

In this lesson the learner will be made aware of some of the early events which lead the United States into entering the war full-scale.

Objectives: ***In this lesson the learner will:***

1. Study the bombing of Pearl Harbor, and particularly the damage to the USS Tennessee.

2. Learn of the impact of the war on Tennessee, by studying the "Old Hickory" Division and the Army maneuvers in the mid-state.

3. Discuss the early encounters of the war in the Pacific, and take a look specifically Japan's ever-reaching empire.

Pre-Visit Teaching Strategies

A. Students will view the Time Life Video on the bombing of Pearl Harbor.

B. Students will memorize portions of Roosevelt's speech, "A Date which will live in infamy" and analyze its far-reaching effects.

C. Research the damage on the USS Tennessee-check on eyewitness accounts on the Internet.

D. Research the Old Hickory Division by contacting the National Guard office.

E. Go to the local Army recruiting office and have someone come and talk to the class about how people are recruited and what it entails.

F. Look up "maneuvers" and see if you can find out where exactly they happened in the state.

G. Map activity on the islands of the Pacific the Japanese conquered, and other bases in Southeast Asia.

H. Research Corregidor falling in the Philippines.

I. Study the infamous "Bataan Death March"

On-site Teaching Procedures

A. Check the world globe in the Mall to see how far Pearl Harbor is from Tennessee- check in relation to how far from the mainland United States this was.

B. Have the Park Director, come and talk about the impact the war had on Tennessee, with recruiting practices and sites of the maneuvers in Tennessee.

C. Have someone role play Roosevelt's speech with the pylons serving as the backdrop.

D. Research some of the Tennesseans who lost their lives in the war, as depicted by the stars in the courtyard.

Post-Site Guided or Independent Activities

A. Multimedia presentation from Encarta 99 on the bombing of Pearl Harbor.

B. Conduct first person interviews with survivors of the bombing, maneuvers in Tennessee, or those who knew of the "Bataan Death March".

C. Read any or all of "The Greatest Generation" by Tom Brokaw.

D. Construct a family "war" tree of relatives you had who served in the war campaigns.

F. Initiate a series of discussions on the maltreatment of prisoners, leading possibly into a discussion of the Holocaust.

Evaluation\Monitoring Procedures

A. Brief essay on the significance of Roosevelt's speech: what it meant, both to those involved and to the entire war effort on the part of the United States.

B. Brainstorm how the bombing of Pearl Harbor pulled the United States into the war. Ask each student to list two possible effects.

C. Have students comprise a multiple-choice test to be used after the study is over on this section of study.

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TENNESSEE BICENTENNIAL MALL - WORLD WAR II MEMORIAL

PYLON W-2

RESOLVE

Pylon Text

RALLY TO ARMS

January 1942

The attack on Pear Harbor and the rising threat of the Axis powers united the nation in total mobilization for war. Tennessee provided facilities to train almost two million military personnel, with major Army posts at Camp Forrest near Tullahoma, Camp Campbell near Clarksville, and Camp Tyson near Paris. Camp Forrest, typically housing 120,000 troops, served as the state's main induction center and trained soldiers for infantry, artillery, and engineer units as well as airborne and cavalry elements. Camp Campbell specialized in armor and mechanized infantry formations.

The Army Air Force established its first training base for pilots and mechanics operating heavy bombers at Smyrna Army Air Field. At Memphis and Nashville, the Air Force operated a ferry command flying warplanes overseas, and the country's largest inland naval air base was located at Millington. In Knoxville, the University of Tennessee operated an Army Air Force preflight school.

Flying instructor Cornelia Fort of Nashville was airborne over Hawaii and witnessed the bombing of Pear Harbor. Later she served as a Women's Airforce Service Pilot until killed in a 1943 training accident. During the war, approximately 3,000 Tennessee women served on active duty in all parts of the world.

Introduction to the Lesson: In this lesson the learner will study the role Tennesseans made in the training of volunteers to serve in the war, as well as the role of women in the war effort.

Objectives: ***In this lesson the learner will.***

1. Research the training facilities in the state of Tennessee.

2. Research the Air Training in various locations in the state, and requirements for pre- flight school training.

3. Discuss the active role of women from the state in the war.

Pre-Visit Teaching Strategies

A. Students will research and report on how training was carried out, as a prelude to serving overseas.

   1. Students will try to obtain photographs of the various training centers around the state. There are several and this should not be hard to find at least one. They may compare them with how the land looks today, and if there are any remains of the training facilities. Included should be: Camp Forrest near Tullahoma, Camp Campbell near Clarksville, Camp Tyson near Paris.

   2. Students will research the evolution of Camp Campbell as an airborne facility into becoming one of the more, important facilities in the nation later on.

   3. Students will establish training for pilots at Smyrna Army Air Field-what planes they trained for, and how long the training lasted.

   4. Students will write for Millington Naval Base information, as it was the country's largest inland naval base.

   5. Students will search the Internet for pre-flight school training records at the University of Tennessee in Knoxville.

B. Students will compose a biography of flight instructor Cornelia Fort, and her far- reaching impact as a woman serving in an active role in the war.

C. Students will research some of the more than 3,000 women who saw active duty.

On-site Teaching Procedures

A. Schedule a trip to the Tennessee State Museum to view artifacts.

B. Schedule a side trip to Fort Campbell in Clarksville, and check to see if they have a World War II Archives Department.

C. Schedule a side trip to Smyrna Air Field and see if there are any remains of the original training facility.

D. Schedule a side trip to Cornelia Fort Airport, and read the history of this amazing woman.

F. Schedule a visit with a veteran of the War from Tennessee to speak to the class.

Post-site Guided or Independent Activities

A. Research any of the training facilities in the state. Depending on where students are, they may be close enough to get a first-hand look at these facilities.

B. Construct some of the airplanes that were part of the training, either by drawing or obtaining models.

C. Have a student write and enact a one women play on the life of Cornelia Fort.

D. Read Tom Brokaw's account of "Women in Uniform and Out" in *The Greatest Generation.*

F. Have the girls in class write on how they would feel serving in the armed forces.

G. Check at National Guard stations to see if they have any records of the flight training procedures used throughout the state.

Evaluation/Monitoring Procedures

A. Write an essay on the role women played in the war.

B. Write an essay on the role Tennessee played in the training of individuals to serve in the war. Include specific facilities and possibly why they were chosen.

C. Short quiz on the life of Cornelia Fort, taking into account her major accomplishments.

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TENNESSEE BICENTENNIAL MALL - WORLD WAR II MEMORIAL

PYLON W-3

VALOR

Pylon Text

TURNING THE TIDE IN THE PACIFIC

May 1942

In the spring of 1942, American and Allied forces stopped the aggressive Japanese expansion and reversed the tide of war. Using a two-pronged attack westward from Hawaii and northward from Australia, the Allies relied on air power from island bases, fast carrier task forces, wide-ranging submarine operations, and new amphibious warfare techniques.

In May of 1942, US Navy carriers defeated the Japanese on the Coral Sea in a battle which carrier aircraft did all the fighting. In early June, the Navy destroyed a Japanese invasion fleet in the decisive Battle of Midway. In August, Marines landed on Guadalcanal in the Solomon Islands. This began a long, bloody, island-hopping rollback of Japanese conquests that required coordinated air, land, and sea operations by US Army, Navy, Marines and Allied forces. Offensive operations continued in the South Pacific, with major battles fought in 1943 in the Solomons and on New Guinea.

In the fall of 1943, growing US forces commanded by Admiral Chester Nimitz moved westward from Pearl Harbor, capturing Tarawa in the Gilbert Islands. By early 1944, American and Allied forces had neutralized Japanese attack bases in the Bismarck Archipelago and the Caroline Islands and seized the Marshalls. By the spring of 1944, US forces had gathered to assault the inner ring of enemy defenses and to move within striking range of Japan.

OBJECTIVES

1. Students will understand the importance of the Allied attempt to regain control of the Pacific theater.

2. Students will know the importance of combined U.S. forces and Allied forces in its island hopping campaign.

3. Students will understand the importance of the aircraft carrier as a major weapon.

4. Students will understand the importance of the Marshall Islands.

PRE-VISIT ACTIVITIES

A. Discuss the importance of the decisive battles of the Coral Sea, Midway, and the Marshall Islands.

B. Research the type of aircraft that had to be used on aircraft carriers.

C. Explain and discuss the two-prong attack used by American forces in their attempt to regain control of the South Seas.

D. View photographs of a submarine. Explain the purpose of the submarine and why it became so effective.

E. Study a WWII map of the South Pacific. Find the Marshall Islands, Midway Island, Coral Sea, Solomons, Pearl Harbor and Japan.

F. View one of several video tapes that gives a complete and accurate account of the war in the Pacific.

G. Call the local VFW and ask if there is someone they recommend that could come and speak to a group about the war in Pacific.

ON-SITE ACTIVITIES

A. Using the globe at the site, estimate the distance from the Hawaiian Islands to Japan. Explain why aircraft carriers were a must in fighting in the South Pacific.

B. After reading the Pylons involving the war in the Pacific and the war in Europe, compare the total number of lives lost. Which campaign was the most costly?

C. Estimate the distance from the state of Tennessee to the island of Hawaii. Estimate the distance from the state of Tennessee to the islands of Japan.

D. Review the meaning of Memorial Day and what it means to all Americans.

EXTENSION ACTIVITIES

A. After visiting the exhibit locate the major battles fought in the South Pacific.

B. Trace on a map the route followed in the "Island hopping" campaign used by the Allies, in their effort to defeat the Japanese.

C. Research the role of Tennesseans that fought in the war in the south Pacific.

D. Research the role of the submarine and the effect this weapon had on the outcome of the war.

E. Visit the state museum.

F. Research the role of Admiral Chester Nimitz and his westward campaign to try and regain control of the islands in the Pacific.

G. Research Tokyo Rose and the use of propaganda and the effect it had on troops fighting in the Pacific.

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TENNESSEE BICENTENNIAL MALL - WORLD WAR II MEMORIAL

PYLON W-4

FORTITUDE

Pylon Text

STRIKING THE JAPANESE HOME ISLANDS

May 1944

Throughout 1944 and early 1945, US and Allied amphibious assaults, supported by massive American air and naval power, breached the offshore defenses of Japan's home islands. In the summer of 1944, US forces seized the Mariana Islands of Guam, Saipan, and Tinian where Army Engineers and Navy Seabees constructed bases for long-range B-29 bombers. General Douglas MacArthur, aboard his flagship cruiser USS NASHVILLE, returned to liberate the Philippines.

The battleship USS TENNESSEE, rebuilt after Pearl Harbor, provided heavy fire support for the amphibious drive across the Pacific. In the Philippines campaign, the USS TENNESSEE fought at Surigao Strait in the crucial US victory at Leyte Gulf, the largest sea battle in history. In attacking eight Japanese-held islands from January to October 1944, the ship steamed over 500,000 miles, fired 5,792 14-inch shells, 25,855 5-inch shells, and 72,213 40-mm shells. The USS TENNESSEE earned 10 battle stars during the war.

Frequently attacked by suicide Kamikaze pilots, US forces converged in 1945 and moved toward the Japanese home islands, capturing Iwo Jima and Okinawa after fierce struggles. Almost 7,000 Americans and 21,000 Japanese died on Iwo Jima. The invasion of Okinawa, a critical strategic battle, cost the lives of 21,000 Americans and 110,000 Japanese. In the China-Burma-India theater, US, Chinese, and British forces took the offensive to hasten an end to the four-year conflict.

BEST COPY AVAILABLE

Introduction to the lesson:

In this lesson the learner will be made aware of the U.S. and Allied amphibious assaults on Japan's home islands. This will be accomplished by linking four (4) key events of the campaigns in 1944 and early 1945.

Objectives: In this lesson, the learner will:

1. Study MacArthur's return to the Philippines aboard the USS Nashville with a study of his "I Have Returned" speech. http://www.pbs.org/wgbh/amex/macarthur/filmmore/reference/primary/macspeech03.html

2. Study the significance of the Leyte Gulf invasion and the part the USS Tennessee played in it.

3. Study the siege of Iwo Jima by looking at the Pulitzer Prize winning photograph of the raising of the American flag.

4. Study the assault on Okinawa, and the significance the kamikaze pilots played in it.

Pre-Visit Teaching Strategies

A. Review a map of the Pacific Theater identified

B. A brief biographical sketch of Gen. Douglas MacArthur

C. Students will read MacArthur's "I Have Returned" speech and breakdown what was implicated and what was actually said. http://www.pbs.org/wgbh/amex/macarthur/filmmore/reference/primary/macspeech03.html

D. In cooperative search groups, on the internet or in the library, students will research what part the USS Nashville played -why its name? Who pushed for the name? Any significance?

E. Brief history of the Leyte Gulf invasion and its significance

F. Part the USS Tennessee played in the Pacific (Ten battle stars)

G. Discuss implications of splitting oil and gas reserves that the invasion accomplished.

H. Study the Pulitzer Prize winning photograph. Discuss its importance in the war effort at home; morale booster to soldiers; use of propaganda. [http://www.iwojima.com/raising/raisingb.htm]

I. Study the geographic and topographic problems troops encountered in the islands

J. Look into the history of the kamikaze pilots-who they were, how they were chosen; their training, as they related to Okinawa's invasion

K. Japanese customs-practice of hari-kari

On-Site Teaching Procedures

A. Students will video tape each pylon's words and photographs.

B. Tape-record any visitors to the site to see if they served in the war or were stationed in the Pacific.

C. Write down any names gotten and write them-establish a one on one contact with them.

D. Find Leyte Gulf, Iwo Jima, and Okinawa on globe on site to see where they are in relation to TN.

E. Use Pacific Theater map to chart these places also.

F. Use shadings or etchings of the words on the pylons, benches, etc. to take home with them. Arrange these in a scrapbook and put pictures with the shadings.

G. Possibly find a veteran in your hometown and invite them with you on your visit to the Memorial.

H. Contact Park Director, to give you a brief history of the Mall as well as the exhibit.

I. Invite one of the generals responsible for the site to come and meet your class when you arrive, for a guided tour.

Post-Site Guided or Independent Activities

A. Edit on-site interviews and combine them with videotape of the pylons.

B. Discuss significance of first-hand experiences in the telling of historical facts.

C. Attempt to interview people in your hometown who were also in the Pacific, and add to video.

D. Study airplanes of World War II and buy and put together some models from kits.

E. Construct cut-away diagrams of aircraft carriers and cruisers-size, deployment, etc.

F. Letter scrambles featuring geographic features, places, actions, campaigns of war

G. Word Search games, using geographical areas and campaigns

H. Video from Time Life on World War II in the Pacific

I. Read "Flag Raised at Iwo"-an eyewitness account, in class [http://www.ibiscom.com/iwoflag.htm]

Evaluation\Monitoring Procedures

A. Let student's develop own set of questions about their trip and activities; brainstorm all; and end with the ten best questions. Quiz to follow.

B. View post-production of video and inter-views and have a brief quiz on them.

C. Discuss 4 main objectives in cooperative groups, and see if each group identifies key points.

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TENNESSEE BICENTENNIAL MALL - WORLD WAR II MEMORIAL

PYLON W-5

VICTORY

Pylon Text

DEFEAT OF IMPERIAL JAPAN

September 1945

During 1945, Japan rejected the Allies' demand for unconditional surrender, refused direct talks with American officials, and strengthened defenses against more than 750,000 US troops preparing to invade. While the Japanese delayed, B-29s based in the Marianas bombed Japanese cities resulting in 260,000 fatalities. Estimates of US casualties stemming from an invasion of Kyushu, the smallest of the four Japanese home islands, were base on the casualties sustained in the Okinawa campaign. Those estimates were as high as 230,000.

In April 1945, American scientists reported to President Harry Truman that they could produce a weapon capable of mass destruction. Code-named The Manhattan Project, the development of the atomic bomb was centered at Oak Ridge where the government had built a mysterious city of 75,000 and companies such as Eastman Kodak and Union Carbide had built facilities to obtain the uranium and plutonium used in the device.

President Truman decided to use the new weapon to force Japan's quick surrender. On August 6, the B-29 Enola Gay dropped a uranium bomb on Hiroshima, resulting in at least 78,000 fatalities. Japan did not capitulate. On August 9, another B- 29 dropped a plutonium bomb on Nagasaki. At least 39,000 more died. On August 14, Emperor Hiroshima directed his 70 million subjects to stop fighting. On September 2, 1945, General MacArthur accepted Japan's surrender aboard the battleship USS MISSOURI in Tokyo Bay. The war was over. The death toll from Tennessee was 5,731 servicemen and women.

Introduction to the lesson:

In this lesson the learner will be made aware of the events in 1945 that led to Japan's surrender, by linking three (3) events.

Objectives: In this lesson, the learner will:

1. Realize the importance and significance of the B-29 bombings in the "Raid on Tokyo"

2. Discuss the importance that Oak Ridge played in the Manhattan Project.

3. Discuss the decision made by President Truman to drop the Atomic bomb on Hiroshima and Nagasaki.

Pre-Visit Teaching Strategies

A. Students will research Raid-on Tokyo as the most destructive air raid in history

B. Students will research impact on Japanese-Americans-possible survivor research on the World Wide Web

C. Students may possibly take a field trip to Oak Ridge, or write to plant management at Oak Ridge for a list of workers who worked on the Manhattan Project.

D. Students research the Manhattan Project-why the name? Could be a quick search in the library in cooperative groups with the winning group getting to present their findings.

E. Discuss the pros and cons that President Truman and his advisors might have discussed in deciding to drop the bomb on Hiroshima and Nagasaki.

F. Look up pictures of the Enola Gay on the World Wide Web and see if any of her crew is still alive today and attempt to make contact.

G. Quick research hunt for why the plane was named the "Enola Gay"

H. Discuss the terms of surrender at end of war between MacArthur and Emperor Hirohito.

On-site Teaching Procedures

A. Check the world globe to see how far Tokyo is from TN-realize how quickly we became connected world-wide.

B. Role playing-How people working at Oak Ridge might have felt as they worked on the Manhattan Project-anxieties, fear, patriotism ambivalence.

C. As students look at picture on pylon, read copies of the short story "I Saw the Mushroom Cloud" by Jacob Beser of the Enola Gay. Get student's reactions.

D. Debate: What was won and what was lost by dropping the bomb.

Post-site Guided or Independent Activities

A. Study of the B-29 airplane

B. List of people who may have worked on the Manhattan Project-match last names with those in class to link them together

C. Watch video from Time Life or on Encarta 98 on the dropping of the bomb

D. Look up the power of the bomb-statistics of the payload aboard the Enola Gay

E. Match list of Medal of Honor winners with their hometown. Using a state map, chart these places, using location skills and scale to see how far they are from your students.

Evaluation\Monitoring Procedures

A. "Unpacking Thoughts"-students brainstorm what impact the pylon and this study made on them by giving a brief statement in essay form.

B. Go over the 4 basic parts of war and give an example of each as learned through their study

- Total war
- Global War
- Scientific progress
- Airplane's role in the war

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